DOCUMENT RESUME

ED 210 080 JC 810 666

AUTHOR Holzkamper, Charlot
TITLE Disabled Students in Vocational Education Programs: Los Angeles Community Colleges, 1981-1982--Success.
INSTITUTION Los Angeles Community Coll. District, Calif.
PUB DATE 80
NOTE 19p.: Photographs may not reproduce clearly.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Accessibility (for Disabled); Adventiticus Impairments; *Ancillary School Services; College Faculty; Communication Disorders; Community Colleges; *Disabilities; Employment Opportunities; Hearing Impairments; Physical Disabilities; Special Programs; Student Educational Objectives; Teacher Response; Two Year Colleges; *Two Year College Students; Visual Impairments; *Vocational Education
IDENTIFIERS *Los Angeles Community Colleges CA

ABSTRACT

This report reviews efforts by the Los Angeles Community College District (LACCD) to meet the needs of handicapped students in its vocational education programs. The report begins with a summary of district statistics and California and federal legislation regarding access for the disabled in vocational programs. Part II focuses on the students themselves, describing their disabilities and goals and the types of accommodations, especially in equipment, that have been made for them by LACCD. Part III presents profiles of six disabled students who describe themselves, their aspirations, and their progress toward their goals. Part IV emphasizes the instructors' perspectives as they discuss their reactions to disabled students and the challenges they pose to traditional instructional methods. Special services and programs for the handicapped are enumerated in the next section of the report, including assessment techniques, in-service training for faculty and staff, research and development of appropriate instructional methods, the provision of tutors, interpreters, and readers, special equipment and materials (e.g., voice translation VORTAX), and orthopedic equipment repair. The final section of the report examines employment opportunities for handicapped students in vocational programs and develops examples from Los Angeles area firms including aerospace, computing, electronics, and banking. (KL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210080

DISABLED STUDENTS IN VOCATIONAL EDUCATION PROGRAMS
LOS ANGELES COMMUNITY COLLEGES 1981-1982--SUCCESS.

Produced by:
Charlot Holzkamper & Associates
Writer: Charlot Holzkamper
Graphic Designer: Phil Hatten
Photography: Don Rogers
Research: Susan Miller
Susan Peirce
Embossing: The Foil Factory

JC 810 666

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Leslie Koltai
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Board of Trustees

Wallace Albertson, President
Marguerite Jackson Archie, Vice President
Arthur Bronson
Lindsay Conner
Harold W. Garvin
Monroe F. Richman, M.D.
Rick Tuttle, Ph.D.
Roy Colotti, Student Member

District Administration

Dr. Leslie Koltai, Chancellor

Gene Pimentel, Vice Chancellor
Educational Services Division

Dr. William D. Allen, Dean
Occupational Education

Jeanne Hoeck, Assistant Dean
Occupational Education

Victoria Richart, Coordinator
Student Services for the Handicapped

Contents

Board of Trustees A Message from the Chancellor District Administration	1
Vocational Education	2
Students	4
Profiles	8
Instructors	10
Special Services and Programs for the Handicapped	12
Employment	14
College Administration	Back

A Message From The Chancellor

At the Los Angeles Community Colleges, we are committed to assisting each of our students to become all that he or she is capable of being. For those students with handicaps, this commitment involves much more than merely providing appropriate programs – it means offering support services in and out of the classroom, as well as an atmosphere conducive to success.

Our colleges offer vocational programs in more than 350 different career areas, including everything from accounting to television technology. By providing the physical and emotional environment in which disabled students can complete these programs successfully, we can play a vital role in their efforts to become self-supporting, independent members of society. The value of these efforts cannot be measured in dollars and cents, however, for the worth of each individual who passes through our doors is beyond calculation.

I ask you to join me in helping to make our colleges and our district truly responsive to the needs of our handicapped students, realizing that the best support service we can provide is respect for the integrity of each individual's uniqueness.

Sincerely,

Leslie Koltai

Leslie Koltai
Chancellor

Vocational Education

Suc-cess (sek sés) n. 1. the favorable or prosperous termination of attempts or endeavors. 2. the attainment of wealth, position, honor, or the like. 3. a successful performance or achievement. 4. a thing or person who is successful. 5. outcome.

For the disabled man or woman, success is both more complex and more simple in its definition. It is a two-level process without end. It is, first of all, an inner experience calling for commitment to the self. It is a will to win over the impairment. It is a resolve to engage with the future. It is a determination to be a participant, not an observer, in life. At its second level, success for the disabled individual is gaining marketable skills; being employed in meaningful, self-defining work; having options; being secure and independent. It is simply "being like everyone else."

Vocational education plays a critical role in the achievement of these successes by handicapped persons.

Of the 131,000 students enrolled in the community colleges of the Los Angeles Community College District, one student in 10 is self-identified as handicapped. Among this population of 13,200 students, about 75 percent – a total of 10,085 – are enrolled in vocational education programs.

The movement of handicapped persons into vocational education has been increasing for nearly a decade. Federal and state laws provide the foundation for this. The Vocational Rehabilitation Act of 1973 underscores the civil rights of the handicapped in its famous Section 504: "...no otherwise qualified handicapped individual shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Section E of the Act addresses post-secondary education, setting guidelines for admissions, testing procedures, recruiting, treatment of students, academic adjustment, housing, financial aid, employment assistance, and non-academic services.

The 1976 Amendments to the Vocational Education Act of 1963 (PL 94-482) emphasize the importance of vocational education for the disabled in both Subpart 2 (the basic grant) and Subpart 3 (program improvement and supportive services). The legislation requires each state to use at least 10 percent of its total allotment for vocational education for the handicapped. Programs funded in whole or part by state and local dollars (and used to match federal dollars) must meet the same requirements.

State legislation includes AB 77 (1976) which focuses on educational opportunities for the handicapped in the California Community Colleges and AB 2670 (1979), establishing funds for community colleges to provide special services to the handicapped.

In addition to general education funds, vocational education programs in the Los Angeles Community Colleges currently are using $354,000 of VEA Subparts 2 and 3 funds. Approximately $3 million in state general education funds (set aside for the handicapped) support the work of Special Services and Programs for the Handicapped (program description on pages 12-13).

Although supporting legislation has encouraged disabled men and women to enroll in vocational education programs, it is the *quality* of these programs that leads to success for the disabled. Vocational education programs in the Los Angeles Community Colleges are addressing the proven needs of Southern California businesses and industries; these employers place high priority on technical skills, up-to-date knowledge, and problem-solving abilities. With this criteria before them, the disabled grasp that they are employable in dozens of well-paying careers. The first step is vocational readiness. Vocational careers abound – in the computer sciences, health sciences, human services, and in all phases of business. Many of the trades, such as electronics, printing, drafting, metals, and machine technology have an ever-growing demand for trained personnel.

Dr. William D. Allen, Dean, Occupational Education, Office of Instructional Services, expresses the goal of all the District's vocational educators with regard to handicapped students: "Everyone has a right to a job equal to his or her abilities. Training is an essential part of that right. We do not extend special privileges to the disabled student, but we do everything feasible to thoroughly prepare the student for worthwhile employment. Good work helps create a good life and we are dedicated to getting the trained handicapped individual into the workplace. We want to be a part of each disabled student's success!"

Key to Success for Disabled Students

Number of Disabled Students Enrolled in Vocational Education Programs*

City College	1,797
East Los Angeles College	863
Harbor College	91
Mission College	130
Pierce College	61
Southwest College	79
Trade-Technical College	4,824
Valley College	1,040
West Los Angeles College	200
District Total	**10,085**

*VEA-48 forms, 1979-80

Opposite page: Karen Semco, legally blind, Commercial Photography.

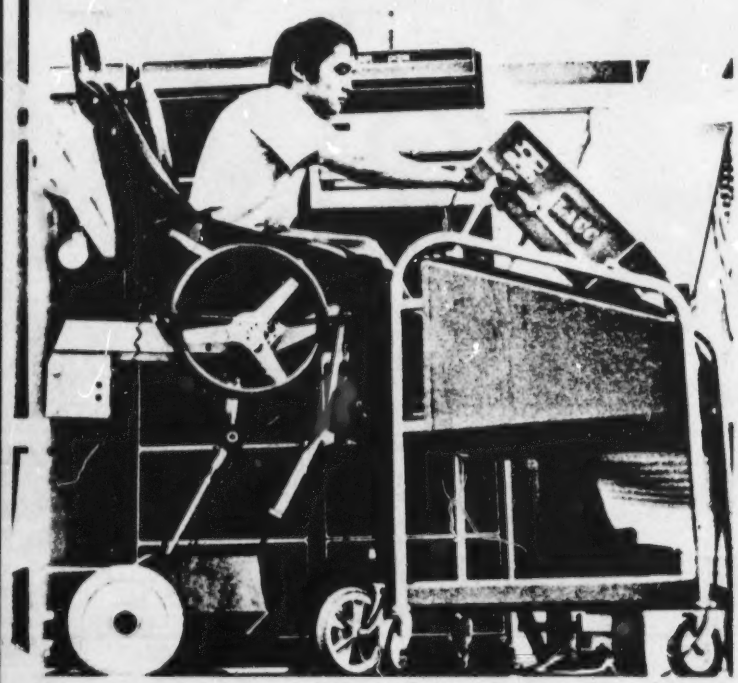
This page: George Brown, Tool and Manufacturing Technology.

Students

They have come into the life stream, the men and women students who are disabled.

They move across campuses in humming wheelchairs; they swing forward on crutches into classrooms and shops. The sightless advance carefully with canes or dogs, alert to obstacles, but moving toward their goals; those who cannot hear the human voice watch the moving hands of another and learn from the instructor's unheard voice.

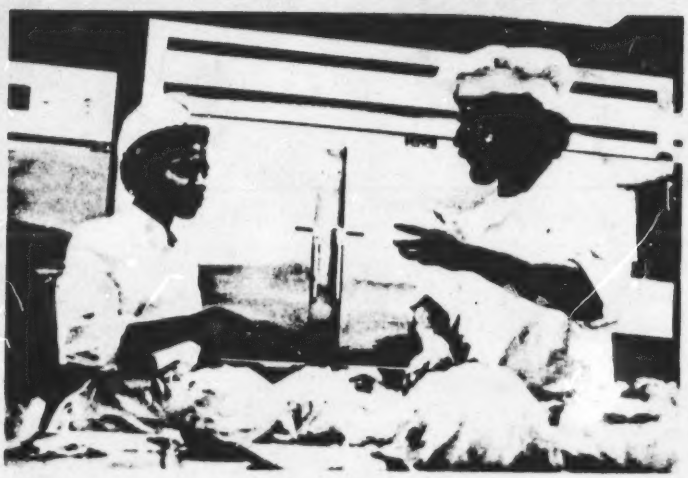
They are motivated to succeed. They are determined to gain a vocational education that will make them employable. They are resolved to be independent, to lead a normal life.



Disabled students are enrolled in nearly every occupational program of the Los Angeles Community College District. The majority are enrolled in programs in which they have a keen interest and in

"Disabled students are enrolled in nearly every occupational program of the Los Angeles Community Colleges."

which their disabilities present few barriers to achievement. Thus, a substantial number of disabled students are majoring in business administration, office management, bookkeeping, accounting, and other business-related fields. Marketing, real estate, computer programming, and electronics are additional occupational programs that disabled students have found will provide them a respected place in the world of work. These occupations offer several *plus*



Opposite page: Photo on far left, John Yasuda, studying to be an Electronics Field Technician, uses a hydraulic lift wheelchair to reach high places. Upper right, Lynn Bluett-Knox, Fashion Design. Lower right, Alfredo Salazar, Graphic Arts Composition, Printing.

This page: Upper photo, Bacilio Santos, Small Engine Repair. Lower, Mary Ellen Walker signs to deaf student Phil Sanchez, Culinary Arts. Above right, hearing impaired Audrey Lubow, Registered Nurse program graduate, Health Sciences.

qualities – they are well-paying, fast-growing, and in need of trained personnel. The jobs are there, waiting. Regardless of the disability brought to the worksite, most of the tasks can be conducted from stationary, "command-post" types of settings. The individual is expected to use technical and communications skills, supported by high technology equipment. The disability is not a factor in doing the job well.

"They are motivated to succeed."

Deaf and hearing impaired students choose vocational programs which do not require extensive communication or the use of the telephone. They are enrolled in electronics programs, food service, word processing,

office machines skills, and in trade and industrial programs – drafting, cabinet-making, carpentry, auto mechanics, printing, and machine shop and metals technology.

Many disabled students enter people-oriented occupations such as Human Services Assistant and Special Education Assistant, both certificate programs leading to paraprofessional employment in health, education, and community agencies. In many cases, the students were helped in the past by persons in similar roles; the students understand the counseling and therapeutic process and its goals; they believe they can be successful in working with people.

Blind and visually impaired students have had their occupational horizons broaden as a result of the Optacon. This small, portable instrument "reads" the letters of each word appearing on paper or on a television or computer display screen. As a pen-like camera is passed slowly over a word, the shape of each letter is electronically traced onto the student's forefinger resting inside a mechanism called a *tactile array*. By using the Optacon, visually impaired

students can read 60 words a minute and no longer require personal readers or braillers. Of even greater importance, the Optacon permits its users to confidently prepare for vocations undreamed of only a decade ago.

Using patience, determination, and courage, disabled students manage well. Transportation is a challenge for many of them. Dependency on public transportation, car pools, and other people's schedules is a flash point for some of the handicapped students as it limits their independence and, thus, their self-image.

Physical barriers, once a major headache, are a thing of the past and few buildings or sites on any campus are not accessible. If a disabled student enrolls in a class being held in an inaccessible place, the class is moved to accommodate the student.

The barriers that remain are attitudinal – interpersonal. As more and more disabled students attend the Los Angeles Community Colleges, their presence is no longer a matter of special interest or concern to others. Disabled students agree, however, that non-disabled students maintain a distance from them

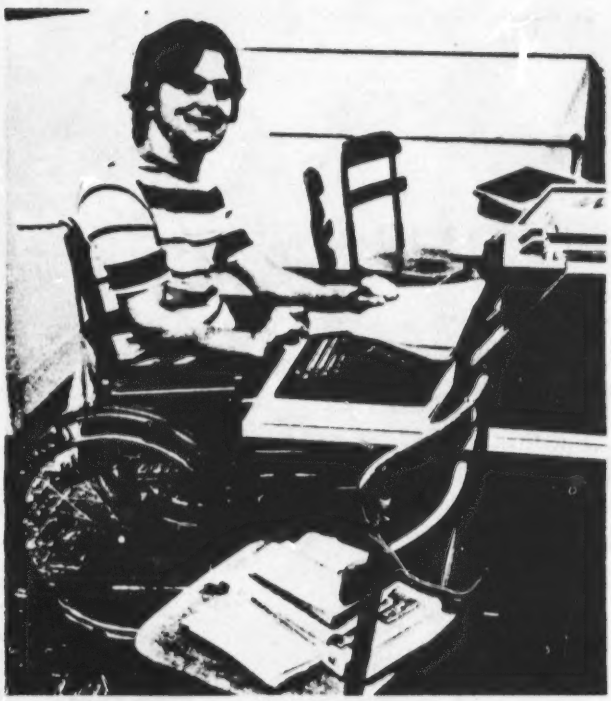
until they, the disabled, undertake personal contact. "I have to be the first to speak or to approach other students who are not handicapped," a student reports. "Everyone is cool about my handicap, but they won't make eye contact." There is general agreement among the disabled as to why this occurs. The reason, they say, is fear. A post-polio student sums it up this way: "The non-disabled are afraid they might offend us and they're afraid of the embarrassment it might cause. Some people are afraid they'll catch the disability, while others are afraid we'll become dependent upon them. Some are simply afraid of us. It's irrational fear, but it's real."

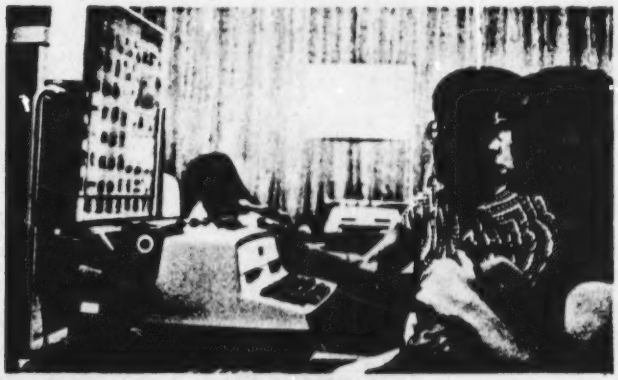
Can the attitudes change? Yes. Classmates become friendly and supportive when they find the disabled student can participate in the learning experience.

can manage as an independent individual, and is an outgoing, friendly person. Chris Carouso, a student and part-time tutor of other disabled students, is confined to a wheelchair because of a spinal cord tumor. She overcomes attitudes in this way: "I find that the first move toward interaction is mine. Both the students and teachers hold back until I let them

"The disability is not a factor in doing the job well."

know who I am. Once I become an active participant in the class, asking good questions and making pertinent comments, both the teacher and the students begin interacting with me. I feel their initial reaction has to do with seeing just how 'helpless' I am and what might be required of them should they choose to interact with me. Generally, by the second or third week of school, my wheelchair is no longer my focal point. My classmates are offering to give me a push, get me something from the snack bar, and be of any other assistance I might need."





Opposite page: Photo, upper far left, Santa Perez and Susan Pierce, Supervisor of Tutorial Services for the Handicapped, in tutoring session at Learning Center. Lower far left, paraplegic Reginald Manley is enrolled in Human Services Assistant certificate program and is part-time tutor. Upper right, Pedro Regaldo, Tool and Manufacturing Technology. Lower right, Autumn Isom and Jerry Davila, both are enrolled in Human Services Assistant Certificate program.

This page: Photo at top, Tina Louie, left, Irene Sweeney, center, Lai Har Liu, right, Fashion Design. Lower left, Shelley Bartick at Possum typewriter, assisted by Instructor Dorothy Cooper, Business Education. Above, Clark Couch, majoring in Computer Sciences.

Profiles

Audrey

"Just because you can't hear doesn't mean that you can't achieve," exclaims Audrey Lubow, 33.

Audrey graduated in June from a two-year registered nurse program, although she has a 45 to 60 percent hearing loss. By this accomplishment, she has helped set precedent for deaf and hearing impaired persons wanting to study nursing.

In 1979, the U.S. Supreme Court ruled in *Southeastern Community College vs. Davis* that the college did not discriminate against Frances Davis, a hearing-impaired student trying to enroll in nursing, when it refused her admission. The Court ruled that a school does not have to disregard a handicap. Rather, the focus must be on whether the student's abilities meet the program's criteria. It said that there were limitations to the types of modifications that must be made to a curriculum. The ruling has served to discourage deaf men and women from entering nursing.

An excellent lip reader, Audrey did not self-identify herself as disabled when she enrolled in the vocational program; her disability went unnoticed in the classroom for some time. When it was finally recognized, she had proven her capabilities to handle the regular curriculum. After disclosure, Audrey used note-takers in her classes, arranged for her by the college's Special Services for the Handicapped office. On occasion, she also used interpreter services. "Having interpreters and note-takers made me competitive for the first time in the classroom," she reports.

During Audrey's second year of study she served as president of the Student Nurse Association.

George

George Brown, 24, disabled with cerebral palsy, has always been interested in how things work. Today, he is enrolled in Tool and Manufacturing Technology, training to become a machinist.

The wheelchair George must use is not an obstacle in the machine shop, and he handles materials, tools, and equipment without difficulty. A small portable ramp was constructed when George enrolled in order to access him to certain machines; switches on some machines were lowered for his convenience.

George explored careers in bookkeeping and computer programming before settling on machine shop. When he finishes the program next year, George will be a third generation machinist in his family. His father and grandfather own and operate a machine shop. "But I don't plan to work with them," George says. "They do injection molding and, knowing my limitations, I know it's too physically demanding for me."

The success George is gaining in the program reflects in his self-confidence. He admits, however, that he had problems of fear and shyness when he first entered college. "I found the teachers were going too fast for me, but I was too afraid to say anything. Now I can say, 'Hey, I don't understand what you're doing. I need help.'"

In addition to his studies, George spends a great deal of time handling communications for the Citizens' Emergency Mobile Patrol. It is believed that he is the first severely handicapped person in California to belong to a search and rescue volunteer organization.

Santa

Warm, cheerful, outgoing. These are the words most often used by others in describing vocational education student Santa Perez, who is severely disabled by cerebral palsy.

Santa, 18, is perceptive about people and often reflects on the human condition. "There needs to be more love in the world," she exclaims. She believes that handicapped persons have a special awareness of the world and the unique qualities of people. Many non-handicapped persons "don't realize or appreciate what they have," she declares.

Having attended community college for nearly a year, Santa finds the work more rigorous than special education high school where she was considered to be a top student. Because of a speech communication impairment that in the past kept her from acquiring basic skills, Santa is now in the process of learning the fundamentals. The second semester has been spent in the Learning Center, which is designed to aid students with disabilities that hinder their learning. Media-based instructional materials are used by Santa, plus one-to-one tutoring for two hours, three times a week.

Santa is enrolled in one regular vocational course, typing. At the present time, she uses her nose to type her lessons, but it is expected that she will learn to use a special Possum typewriter that is designed to help disabled persons type with speed and accuracy. Typing is a vitally important class to Santa, as the written word is her best method of communication. And Santa wants to communicate. She has things to say!

John

The world is opening to 20-year-old John Yasuda through electronics.

Wheelchair-bound with cerebral palsy, John is enrolled in an electronics vocational program, preparing to become an electronics field technician. When he is not in class or with his friends, John travels around the world electronically, operating a ham radio.

Like many students in technical fields, John began to wonder how things worked about the age of 10 and whetted his curiosity by taking his mother's household appliances apart. And like the others, he could not figure out how to put them back together. His technical interest settled on electronics in the eighth grade of school. "My interest remained high enough to encourage me," John says.

A young man of high energy and quickness of response, John believes he can carve out a career in electronics. "The electronics field is vast and still growing. Technical people are needed. I think I can get my foot in the door as a field technician, then go from there."

John has discovered that he can reach the upper areas of computers by switching from his regular wheelchair into an electric battery-operated chair with a hydraulic lift. The chair lifts him a maximum of five feet in height, permitting him to do the tasks associated with computer maintenance.

John has a strong sense of personal "can-do" and independence. "I like to do things for myself. I want to be treated like everyone else – with no special privileges."

Karen

Karen Semco says "The camera opened the world to me."

Karen is legally blind, with 20/200 vision, and she is an excellent student of commercial photography.

Impossible? Don't tell Karen. She manages by using cameras with large viewers in which she carefully composes each picture; she has a special magnifying attachment for sharp focusing; and she uses a high-powered magnifying glass to check camera settings and final composition. In the darkroom, the same magnifying lens is used to check negatives and prints.

Karen discovered photography when she took her brother's Brownie camera to camp one summer. Each time her fellow campers exclaimed about something, Karen pointed the camera at the object and clicked away. When the prints came back from the drugstore, Karen poured over each photo with a magnifying glass, discovering at last what had created all the excitement.

Karen deferred her dream of becoming a photographer because everyone told her she could not make a living at it. Then, two years ago, Karen found she had cancer. After the operation, she decided she would live her life as she wanted to – as a photographer. She enrolled in a Los Angeles community college with a commercial photography vocational program. Today Karen's weekends are filled with paid photo assignments for portraits and weddings.

At the age of 31 and as a single parent with a four-year-old son, Karen Semco is successfully living out her dream.

Reggie

"I never accept it, but I tolerate it," Reggie Manley, 26, says of his disability. Reggie is confined to a wheelchair, the result of an automobile accident in 1976 that crushed three vertebrae.

Reggie is studying to become a human services assistant and expects to receive his certificate in 1982. He also works as a part-time tutor.

A saxophone player, drummer, and songwriter, Reggie was building a career in popular music when the accident occurred. He says that he went through a brief period of depression, then turned to songwriting in earnest. His first song was recorded in August for a Booker album release.

"I'd like to make it in the music business, but it's very up and down," he explains. "I know that I need an occupation that I can rely on. That's why I enrolled in the Human Services program."

Reggie says that five years from now he hopes to be sitting behind a desk, either as a songwriter or as a paraprofessional counselor in a human services agency. "Either one is fine with me. I just want to be well-off enough to support my four-year-old daughter."

Reggie made education his first priority with the help of his Department of Rehabilitation counselor who found him an apartment near campus – and away from downtown Hollywood. "I needed the daily routine of going to school," Reggie says, explaining how he has become a successful student.

And what message does he have for other handicapped men and women? "Keep on trying. Never give up!"

Instructors

"Without exception, my classes with handicapped students in them have been more interactive, more integrated. Somehow, a handicapped student's presence brings out the best in both my students and me."

"Something happens in my classroom when a handicapped person is among the students."

"I find there is more comraderie in my shop classes."

"The handicapped person becomes a sort of hub around which the other students unify."

Instructors throughout the Los Angeles Community College District tell of experiencing an almost identical social dynamic in their classes and shops when one member of the student group is handicapped. They tell of a coming-together -- a collective caring -- in which everyone participates and is enriched.

Instructors are receiving top scores from disabled students and personnel of Special Services for the Handicapped about the way in which they integrate disabled men and women students into their classes and the learning process. By dealing with disabilities in an honest, forthright manner, these instructors act as catalysts for the disabled student's acceptance into the group.

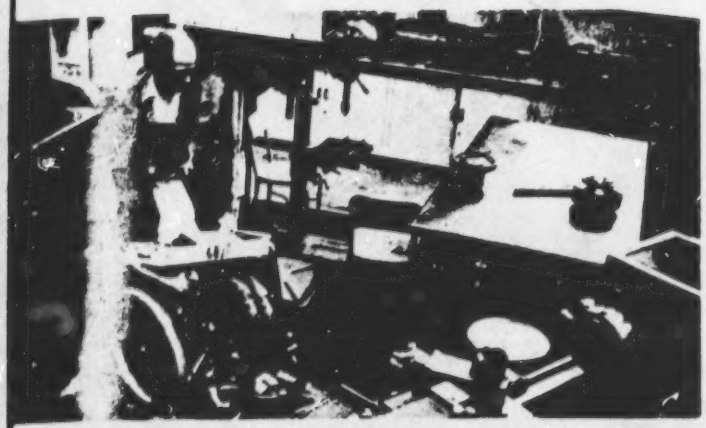
William G. Lavoie, Instructor, Tool and Manufacturing Technology, is an outstanding example of a vocational educator who is both supportive and flexible in his approach to the disabled student. He has asked for and receives advance notice if a disabled person enrolls in his classes. "This way, the disabled student and I can meet ahead of time and talk about any special needs the student may require. I feel that if there is a problem, it can be worked out."

When wheelchair-confined student George Brown enrolled in the vocational program, Lavoie checked out his machine shop for accessibility. "I got into George's wheelchair and zoomed around the shop to get the feel of things. There were a few switch changes needed so that someone sitting down could operate a machine. In addition, we built a portable ramp so that George could reach the controls of one machine. That's about all that was required. When our new machines were ready to be installed, I had all the switches and controls placed low."

Although George is efficient in managing for himself, he can count on assistance when he needs it. Lavoie explains that "if George requires help from time to time with materials, I help him or one of the students lends a hand. It's no big deal."

The machine shop instructor is sure that a handicapped person can work as a machinist. "I am rethinking the kinds of machine shop jobs a disabled person can do. There are 20 to 30 machinist occupations a disabled person can handle -- production planning, inspection, and tool designing are just three examples."

John Yasuda is enrolled in an electronics program, planning to become an electronics field technician. He is in a wheelchair. When John needed to reach the upper areas of computers, Instructor William Carr asked Special Services for the Handicapped for



assistance. A hydraulic-lift wheelchair was obtained to raise the student five feet to the learning task.

Testing handicapped students brings out the creativity of faculty members. In the past, testing students with disabilities was a problem for many instructors; today, with increasing experience, they are designing tests with specific disabilities in mind or making special testing arrangements. Students with poor eye-hand or motor coordination are being given true-false or multiple-choice questions rather than those requiring essay answers. Tests are being prepared on large print typewriters for the visually impaired. Blind students are being permitted to quickly respond to test questions on tape recorders, then shape and edit their answers for the person who is physically writing the exam for them. Test questions requiring maps or topographical understanding are being drawn on the hands of blind students so they can "see" the maps in their minds. The instructor or student's aide will trace the outline on the student's hand, locating cities, land mass areas, weather fronts and so on, relying upon the blind student's highly developed tactile skills to fill the visual gap.

Readers for the blind and interpreters for the deaf are being allowed, under faculty supervision, to give tests. One instructor permits his tests to be "signed" by an interpreter for all deaf students in class.

Testing within time limits has been relaxed for those students who are uncoordinated or who must work with interpreters, readers, and examination writers. Knowledge of the subject matter is the bottom line in testing disabled students.

Deaf students are the greatest challenge to instructors because they use an entirely different language system. Amesian – American Sign Language – deals in concepts, not sentences. The question, "What is the man's name?" is signed by a deaf person as "Who him?" or "Name him?" Articles and verb tenses are left out and syntax is irregular. Time is fixed in the present tense. To add to the problem, the deaf do not grasp, due to their language structure, that a single word can have multiple meanings. Many instructors are allowing a student's signed replies to essay questions to be translated by the interpreter into written standard English on tests.

Vocational programs requiring little communication attract many deaf and hearing impaired students. Auto shop instructors report that deaf students make good mechanics in that they can diagnose engines and make repairs based upon vibrations.

Several colleges within the Los Angeles Community College District have special courses for hearing impaired students in math, English fundamentals, and vocabulary; classes are available to persons wanting to learn basic manual communication and American Sign Language.

The process of learning how to effectively teach the disabled in the regular classroom is a continuing one. Instructors have learned not to talk with their backs turned if a hearing impaired student is in the class; to use overhead projectors more often; and to verbally describe items they show or demonstrate if the class includes a blind or sight impaired student. Instructors have lowered work tables and drafting tables for students in wheelchairs; aisles have been widened; testing equipment and instructions for tool use have been put into braille; and hands-on learning is the rule rather than the exception.

John R. Goodie, Instructor, Air Cooled Engine Products Repair (Small Engine Repair), is unique in that he is a blind teacher who teaches blind students. His approach to working with disabled students is a testament to teaching: "Being sightless has its advantage because I am *listening* to the student all the time. I think I know where each student is 'at'; I don't wait for the student to come to me. If a student is not progressing, I initiate the contact. I use my inner vision with students."

Opposite page: Blind instructor John Goodie, Small Engine Repair, teaches overhaul skills to blind student Andres Cuevas. Upper far right, skills are taught to blind students by touch, hands-on-hands approach.

This page: Top photo, Tool and Manufacturing Technology Instructor William Lavoie helps student George Brown go up special ramp to lathe. Bottom photo, Lavoie observes Brown set up lathe.

Special Services and Programs for the Handicapped

"If I need help, I know where to go," a disabled young woman says. "Everyone knows me in Special Services for the Handicapped and they know how I'm doing in my classes. It's like having a second family."

Whether a handicapped student needs a tutor or a special adaptive aid, a reader or vocational counseling, Special Services and Programs for the Handicapped is a one-stop campus resource.

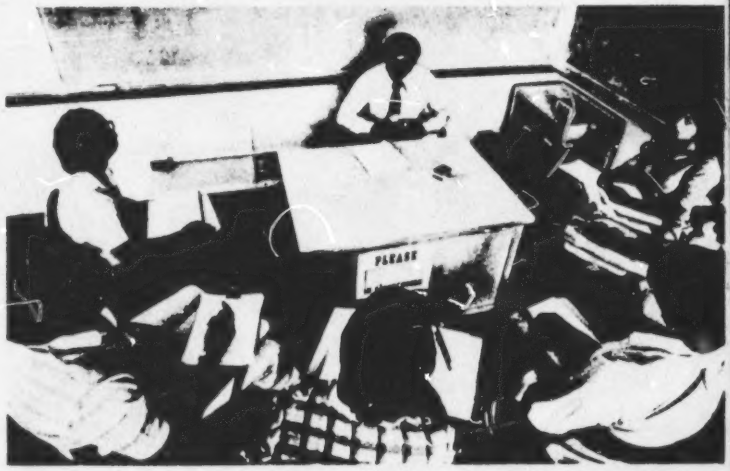
"It's like having a second family."

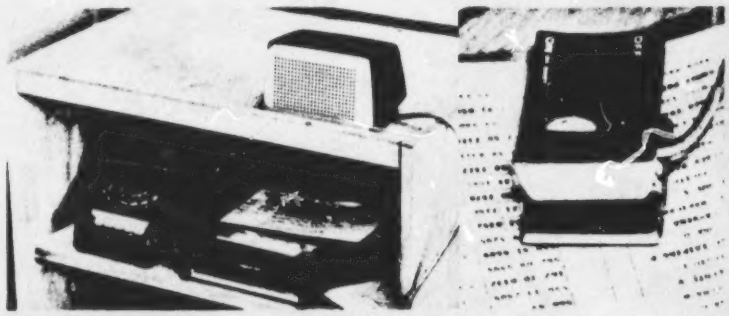
The growing educational success of thousands of handicapped students in the Los Angeles Community Colleges attests to the one-to-one support being provided them by staff members of these unique service centers. Approximately 5,000 disabled students are receiving direct services.

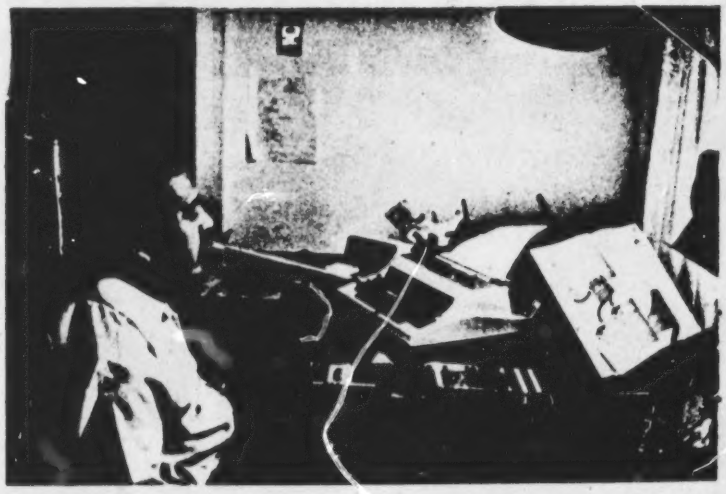
Victoria Richart, District Coordinator of Student Services: "Our primary goal is to 'mainstream' disabled students – to place them with students who are not handicapped and in a regular learning environment. Our services, instructional programs, and classes are aimed at making disabled students independent."

With one or two exceptions, these basic services are offered on the District's campuses:

- Specialized assessment and individualized plans.
- In-Service training for faculty, special education faculty, and support staff.
- Research and development of instructional methodologies for the disabled; curriculum adaptation, when needed.
- Tutors; note-takers; interpreters for the deaf; classroom aides; readers for the blind; examination writers.
- Special adaptive equipment and materials.
- Instructional media and materials for persons with communications disabilities, learning disabilities.
- Speech therapy for persons with communications disabilities.
- Counseling (vocation, academic, personal, peer).
- Vocational guidance.
- Job development and placement services.
- Learning Centers.
- Health center facilities.
- Mobility assistance and orientation programs.
- Campus orientation programs.
- Priority registration services.
- Orthopedic equipment repair.
- Barrier removal program.
- Special parking; elevator keys.
- Referral services.







Special instructional programs and classes are available on several campuses. Those with large enrollments are: speech clinics; reading clinics; English for the hearing impaired; vocabulary building for the hearing impaired; American Sign Language; math; arithmetic for college students; adaptive physical education; Optacon training; braille instruction; developmental study skills, and personal and vocational decision-making.

Three vocational education programs that are offered within Special Services and Programs for the Handicapped are:

Small Engine Repair (Air Cooled Engine Products Repair) – An open entry-open exit program designed to provide small engine repair shop training. Priority enrollment is given to blind and visually impaired students. The program offers eight units of credit and focuses on small engine theory, diagnosis, assembly and disassembly, and overhaul.

Voice Translation (VOTRAX) Business Computations – A program for the visually impaired that translates computer printout into audible material. Problems in ordinary business situations and arithmetic fundamentals are reviewed. A three unit course.

Project Homebound – The only college-level program of its kind in the nation, it links severely physically disabled persons to regular college credit courses through two-way speaker phones in the classroom and the student's home. Class textbooks and materials are sent to the student; tutorial services are available; and instructor visits are regularly scheduled.

Opposite page: Upper photo, Homebound program links campus classroom, using telephone technology, center photos, to 55 home-confined disabled students such as Alfredo Lara, bottom photo. Instructor pictured Woodrow Smith, Jr.

This page: Upper left, Edward Wright, Special Education Assistant major, uses brailler. Upper right, blind student Steve Hoffmann, Business Office Administration major, reads with Optacon, assisted by Instructor Deborah Tull. Lower left and right, Nancy Kelly, Interpreter for the Deaf and Joseph Miles, Career Guidance Counseling Assistant. Far right photo, Edward Rambo, left, with George Kopoulos, right. Kopoulos is one of nine campus coordinators of Special Services and Programs for the Handicapped.

Employment

"I had absolutely no idea this many handicapped people were looking for jobs – and with good skills, too!"

The two men, owners of small manufacturing firms, were overheard talking as they surveyed the throngs of disabled men and women attending the Job Fair for the Handicapped. The event was sponsored by the Rio Hondo Mayor's Committee for the Handicapped and was held May 20-21, 1981, at the Los Angeles Convention Center. Approximately 100 persons were hired on the spot at the Job Fair.

The second man replied: "I started hiring a few people with handicaps about three years ago. One day I realized that they were my best workers. Now I hire

"They come on time, they come every day, and they work. They actually want to work!"

every qualified one I can find. They're great employees. You can count on them getting the work out. They come on time, they come every day, and they work. They actually *want* to work!"

Large and small Los Angeles firms are hiring disabled persons in increasing numbers because they maintain job performance standards, have low absenteeism

and turnover, and are dedicated to the work ethic. Adaptive to their surroundings and to people, disabled workers fit in well and are accepted by other employees. At Bechtel Power Corporation, for example, all the employees of a department with two new deaf employees took lessons in Amesian – American Sign Language – so they could communicate with their new co-workers.

The old myths about handicapped employees jeopardizing safety records and industrial insurance

The Disabled: Skills, Knowledge and a Desire to Work

Opposite page: Photo on far left, blind employee Nancy Ungar, Amtrack reservations and information clerk, uses Optacon camera to read display screen. Upper right, Henry Brandler, center, President of The L.A. Mart, with employees Bruce Flood, left, Frank Catone, right. Flood, disabled by cerebral palsy, is assistant shipping supervisor; Catone, legally blind, is freight elevator operator and relief switchboard operator. Lower right, Dennis Scancarello, disabled by congenital nystagmia, uses desk and hand magnifiers to do loans payment processing for First Interstate Bank, Woodland Hills.

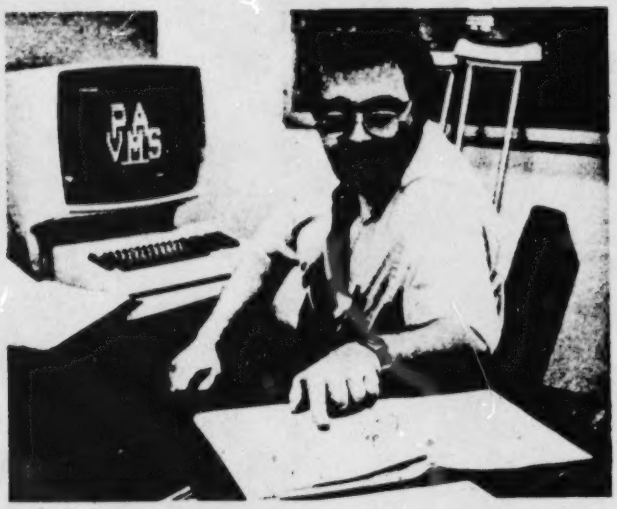
This page: Above, Bettina Ditcher, cerebral palsy disabled, is word processing operator, Federal Aviation Administration. Below: Recent Job Fair for Handicapped netted 100 jobs at Fair, 200 following Fair.

rates are just that – myths. Studies conducted by the National Association of Manufacturers, the U.S. Chamber of Commerce, and Du Pont Corporation indicate that insurance rates do *not* increase with disabled persons in the work force. The disabled worker has a built-in safety consciousness that exceeds that of the non-disabled worker. A deaf worker, for example, can feel the vibrations of a faulty machine or power tool before there are outward indications of malfunction.

Hughes Aircraft Company is a pioneer, pace-setting firm in hiring handicapped workers; it has had a work force composed of at least five percent disabled for the past 25 years. Leo Hill, Affirmative Action officer at Hughes' Radar Systems Division, El Segundo, says that out of 10,000 employees, about 10 percent are disabled, the majority of them having physical disabilities. Hill confirms that job turnover is less among handicapped employees than among the general work force.

"It is good business for Hughes Aircraft, a federal contractor, to hire handicapped men and women," Hill says, "and we do have a social responsibility to provide disabled individuals with an opportunity to work."

Another firm with a long-time record of hiring the disabled is Airesearch Manufacturing Company, a division of the Garrett Corporation. Approximately 10 percent of its employees are identifiable as handicapped. The corporation's founder, Clifford Garrett,



served on the President's Committee on Employment for the Handicapped in the 1940's and was committed to hiring handicapped veterans after World War II. Fenn Ellery, Airesearch Industrial Relations Representative, currently serves on the South Bay Committee on Employment of the Handicapped. The company lists its employment openings with Marsha Savant, Placement Coordinator, Harbor College. She also is in charge of job development for handicapped students.

IBM has an active program of hiring disabled persons. "People with disabilities keep proving that they are as capable as other workers – as reliable, as ambitious, and just as likely to succeed. At IBM, the proof is everywhere, in every part of our business," reports Maxine Yee, spokesperson for the corporation.

Above: Community College Job Developer for the Handicapped Bruce Bowdler, left, with Ameron Corporation drafter Eduardo Pimienta, center, and W.R. Dana, Vice President of Engineering. Pimienta is deaf. Below, Michael Brown, associate computer programmer, IBM. Brown is disabled by cerebral palsy.

TRW, Inc., Redondo Beach, is participating in a CWETA (California Worksite Education and Training Act) program, training 27 disabled men and women as electronics technicians and drafters. TRW is the first firm in the state to enter a CWETA agreement guaranteeing each trainee a job within the company upon completion of training. A TRW spokesperson said the company undertook the program after finding that many disabled job applicants had limited exposure to the skills required by TRW, a high technology firm working in defense and space systems.

Bechtel Power Corporation recently completed its first CWETA contract, training 90 persons as drafters, 40 of whom were disabled. Ralph Guilbert, Personnel Supervisor, reports that "we taught them skills development, communications, and team work. We mainstreamed them. I truly believe the 40 disabled persons we hired had their lives changed." Guilbert admits that his life has changed, too. "Working with the disabled has made me a better person."

Glendale Federal Savings and Loan Association hires skilled, experienced disabled persons. It also has an on-the-job training program for disabled applicants who need skills development. The program is called HIRE (Handicapped Individuals Realizing Employment) and is guided by Jack Clayter, Affirmative Action Officer for the financial institution. A HIRE employee is assigned for training to a department anticipating a job opening. When the opening occurs, the trainee becomes a permanent employee. The average job placement time is 92 days.

Clayter has a background in rehabilitation; he developed the HIRE concept and presented it to Glendale Federal's Board of Directors. He pointed out to each board member a disability the member had – one wore glasses, one had a pacemaker, one suffered from heart disease, and so on. The board approved the program.

Managers within the organization report positive experiences with the disabled employees. Clayter says, "They come to work on time. They're dedicated and personable. They don't even take all of their allotted sick days."

ADEPT (Assisting the Disabled with Employment, Placement, and Training) is a Los Angeles non-profit agency funded by the Department of Labor to help disabled persons gain employment. Job developers for the disabled from the Los Angeles Community Colleges refer many students to ADEPT for service. The organization places from 200 to 300 persons each year and, until recently, much of the placement was conducted under CETA contracts.

Los Angeles firms that have excellent records of hiring disabled persons through ADEPT are: Union Bank; Coast Federal Savings and Loan Association; California Hospital; Wadsworth Veterans Administration Hospital; California Pediatric Center; Amtrack; Century Plaza Hotel; and The LA Mart.

COLLEGE ADMINISTRATION

East Los Angeles College

Arthur D. Avila
President

Stanley Viltz
Coordinator
Occupational Education

Joe Najar
Handicap Coordinator

Los Angeles City College

Stelle Feuers, Ed.D.
President

Stanley L. Schall
Coordinator
Occupational Education

Chad Woo
Handicap Coordinator

Los Angeles Harbor College

James L. Heinselman
President

John R. Quier
Coordinator
Occupational Education

Steve Harshfield
Handicap Coordinator

Los Angeles Mission College

Alfred P. Fernendez, Ph.D.
President

Carlos Nava
Assistant Dean of Instruction
Occupational Education

Jack Oliver
Handicap Coordinator

Los Angeles Pierce College

Herbert W. Ravetch, Ed.D.
President

Donald Love
Assistant Dean of Instruction
Occupational Education

Jim Lagerstrom
Handicap Coordinator

Los Angeles Southwest College

Walter C. McIntosh, Ed.D.
President

Donovan T. Davis
Coordinator
Occupational Education

Henryette Fisher
Handicap Coordinator

Los Angeles Trade-Technical College

Thomas L. Stevens, Jr.
President

Ronnie Fisher
Handicap Coordiator

Los Angeles Valley College

Alice J. Thurston, Ph.D.
President

Betsy Hornung, Ed.D.
Coordinator
Occupational Education

George Kopoulos
Handicap Coordinator

West Los Angeles College

M. Jack Fujimoto, Ph.D.
President

Burt Amos
Handicap Coordinator

JAN 15 1982

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024